



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## NEWS AND NOTES

---

### MEETING OF THE PUGET SOUND COUNCIL

The Puget Sound English Teachers' Council held its second annual meeting in Tacoma, October 26. As the Washington Educational Association was in session at the same time, the program was confined to one afternoon, but the Council gained considerable attendance, and some members from the smaller high schools of the district, whose co-operation will be especially welcome.

The program opened with an interesting paper by Mr. Joseph Blethen, of the *Seattle Times*, on "What the Modern Newspaper Has to Teach the Teacher of English." Mr. Blethen disclaimed any intention to teach, on the part of the newspaper. It is rather a business, aiming to satisfy its customers by the impartial, impersonal purveying of news. Neither did Mr. Blethen claim literary excellence for the language of the press, even in the magazine and editorial sections, which, because speed is not so large a factor there as in the news section, permit more attention to diction. The language of the newspaper is limited in character both by the necessity of speed and by the character of the audience addressed—"the man in the street." Yet, considered from the point of view of substance, the newspaper is worthy of attention, since it offers us information about life, gathered and arranged by expert craftsmen. The teacher, like others, may gain much useful information from the daily press; and this information may be available for schoolroom discussion, also.

Several members engaged in the discussion of this paper. Miss O'Hearn of Seattle cited several instances of young men who had found training in newspaper offices of value in business life. Mr. Daniels of Tacoma pointed out that, while our spoken language and our written language tend to diverge, the newspaper, being the reading-matter of "the man in the street," serves as a link between the two; therefore as we succeed, through teaching, in improving the standard of the newspaper writer, we may also raise the standard of the ordinary newspaper reader. Other members stated that the average newspaper writer is today a college graduate; the newspaper is clear, simple, and forceful in

diction and may itself serve as a model for English students. This view was not, however, shared by Mr. Butler of Tacoma, who held that the newspaper sentence is not simple, nor its diction that of everyday life, but on the contrary, in its effort after compactness in presenting information, it is often curiously complicated and involved. He cited leads from the current daily in support of his contentions.

Mr. Sperlin of Tacoma next presented a paper on "What Literature Shall We Teach?" Our purpose being not so much business efficiency or scholastic attainment as the satisfaction of the hungry imaginations and ambitious longings of youth, Mr. Sperlin held that we should teach first the literature that best meets these needs—the literature of the nineteenth and twentieth centuries, not neglecting that for our own land, so marked always by pure and lofty idealism. Nor should we omit the greatest works of the past, Chaucer, Shakespeare, Milton, not only holding up the noblest standards, but enriching the imagination by their presentation of the thought and life of the past. The literature of the eighteenth century should probably engage our attention least. We should teach it for what it is, a literature of clear, polished form, rather than of inspiring ideas. Both here and in our treatment of the essay we should select those specimens that possess most narrative, or human interest. The audience accepted these conclusions without dissent, and enjoyed the many sparkles of wit that enlivened the presentation.

In conclusion, Mr. Fulton of Seattle recounted some of the many devices by which he succeeds in making "Tomorrow's Composition" something more than a humdrum task. Training in the formation of clear mental images, the study of special vocabularies, the analysis of plots to the germ, and the building of plots from any chance object, the organization of a town for training in exposition and argument, in which petitions are circulated, bills presented and debated, goods sold, employers interviewed, and so forth, were a few of the methods of rousing interest that Mr. Fulton enumerated.

The election of officers closed a most successful meeting. The officers for the ensuing year are: President, Mr. W. J. Brier, Everett; Vice-President, Miss Marie Gregory, Olympia; Secretary-Treasurer, Miss Harriet Johnstone, Seattle; Executive Board, Mr. W. F. Parrish, Bellingham; Miss Lyle Ford, Tacoma; Dr. R. M. Garrett, University of Washington.

SUSANNAH J. MCMURPHY  
*Secretary-Treasurer*

## NORTH DAKOTA ASSOCIATION OF ENGLISH TEACHERS

The North Dakota Association of English Teachers met in Bismarck on October 31 and November 1 in connection with the meeting of the State Education Association. Two sessions and an enjoyable luncheon had been arranged for. At the first session the chief topic for discussion was the problem of spoken English and oral composition. Papers were presented by Miss Julia G. McDonough of the Minot State Normal School and by Miss Susan McCoy of the Valley City Normal School. Both papers stressed the importance of the oral work, one emphasizing the value of oral composition, the power of ready speech, and the other emphasizing the necessity, especially in a region where there are many foreigners, of careful drill in pronunciation and enunciation. The papers were followed by a general discussion in which many joined, and in which the practical difficulties of the work in this state were considered.

Another interesting feature of this session was a report of the Committee on the Teaching of Grammar which has been collecting data during the past year under the leadership of Professor A. E. Minard of the State Agricultural College. As a result of a questionnaire sent to most of the schools of the state, the committee had discovered that a majority of the teachers favored the postponing of the study of formal grammar to a later grade than that in which it is commonly begun at the present time. The eighth grade or the first year of high-school work seems to be the most desirable period for this somewhat perplexing task. The committee further reported that there was still much to be done in regard to determining the exact ground to be covered and the points to be emphasized in the study. Circumstances in this state where there are so many children of Scandinavian parentage are somewhat different from those in other sections. It was felt that certain points need much more emphasis and illustration here than would be required in other places. The committee was continued for one year with instructions to make further investigation of this point and to bring in a report at the next annual meeting.

At the luncheon which followed, about fifty members of the Association were delightfully entertained by the young ladies of the domestic-science department of the Bismarck high school. This gathering, like the others, was presided over by the president, Professor G. L. Paine of Mayville.

At the meeting on Thursday, November 1, the Association had the pleasure of listening to a lecture-recital on "The Humor of Shakespeare" by Professor Walter B. Tripp of the Emerson School of Oratory at Boston. Professor Tripp gave an interesting discussion of the development

of Shakespeare's humor, illustrating the three periods, the first selections from the Taming of the Shrew, second by selections from Twelfth Night, and third by the Gravediggers' Scene in Hamlet.

The president for the ensuing year is Miss Julia G. McDonough of Minot; the secretary-treasurer, Miss Hilda Taylor of Jamestown.

#### THE LAFAYETTE ASSOCIATION

At the suggestion of Professor Edwin Greenlaw, the head of its English Department, the University of North Carolina is fathering the Lafayette Association, an organization "for community expression of the national spirit." The intention is to reinstate the folk consciousness, to form local chapters for study, discussion, or lectures upon patriotic subjects and national problems. Devotion to real democracy is to be the keynote. Within North Carolina the University offers aid in the organization of such nationalizing centers, but it is hoped that Lafayette Association will transcend state boundaries. If it does spread, teachers of English and of history will have to be the torch-bearers.

#### PUBLIC-SPEAKING ASSOCIATION

The National Association of Public Speaking will hold its annual meeting in the Auditorium Hotel, Chicago, December 27-29. The full program appears in the October *Quarterly Journal of Public Speaking*, and Professor J. L. Lardner, Northwestern University, Evanston, Illinois, will furnish any further information desired.

---

#### USEFUL DOCUMENTS

No. 34 of the Indiana University Studies is *The Ability to Read: Its Measurement and Some Factors Conditioning It*, by Melvin E. Haggerty.—The Bureau of Educational Measurements and Standards of the Kansas State Normal School has just issued its second and third annual reports, combined in one volume.—The English Association's pamphlet No. 38 is a paper upon *War and English Poetry*, by the Most Honorable the Marquess of Crewe, K.G.—From the School of Education of the University of Chicago may be obtained the *Course of Study in Community Life, History, and Civics* (\$0.35) of the University Elementary School, the *Course of Study in Secondary Mathematics* (\$0.10) of the University High School, and a *Course of Study in Latin* (\$0.10).—In October there appeared the first number of "The Waste-Basket," a bi-monthly magazine, all the contributors to which must be between sixteen and twenty-one years of age. Its home office is 608 S. Dearborn Street, Chicago.—*The Course of Study in English* of the Wisconsin High School of the

University of Wisconsin is printed upon a single large sheet to make the organization of the work readily apparent. Compiled by and obtainable from Professor Charles S. Pendleton, University of Wisconsin.—*Education, Scientific and Humane*, which is a report of the proceedings of the Council for Humanistic Studies, may be obtained from John Murray, Albemarle Street, London, W., for six pence.—C. P. Cary, State Superintendent of Wisconsin, has issued a report on *The Training of Teachers for the Country Schools of Wisconsin*, prepared by Miss Annie Reynolds, of the State Department.—The new *List of Publications* by the Russell Sage Foundation, 130 E. Twenty-second Street, New York City is out.—The Bulletin of the Board of Education of the Commonwealth of Massachusetts 1916, No. 12 is a *Course of Study in English Literature* and No. 18 is a *Course of Study in English Expression*, both for the first six grades of the elementary school.—A series of *Lessons in Community and National Life*, edited by Professors Judd and Marshall, of the University of Chicago, is being issued by the Department of the Interior. This series is subdivided into Section A, Lessons for the Senior High School; Section B, for the Junior High School; and Section C, for the Intermediate Grades. Copies may be obtained from the United States Food Administration, Washington, D.C., at five cents each, \$2.00 per hundred, and larger lots at lower prices. One may subscribe for any one of these sections for the entire year at eight times the price quoted.—*English Composition*, chiefly a collection of themes written by the pupils of the various grades in the Detroit Public Schools, some of which are graded according to the Hillegas Scale, can be obtained from Superintendent Chadsey, of Detroit, for thirty cents. The supply is quite limited.—*The Lesson Schedule for the Fourth Class of Students* at the United States Naval Academy at Annapolis is a very interesting six-page pamphlet.—Professor William S. Gray has prepared a set of standardized paragraphs for oral reading and a score sheet. He has also silent-reading tests for the second and third grades, for the intermediate grades, and for the grammar grades. Any of these tests may be obtained from the School of Education, University of Chicago, at fifty cents a hundred, not prepaid.

---

### THE PERIODICALS

#### THE "SEWANEE REVIEW" FOR OCTOBER

The last number of the *Sewanee Review*, edited by Professor John H. McBride, Jr., completes the twenty-fifth year of this excellent quarterly. It is a worthy number. Among the eight contributed articles are "The

Turning-point with Anatole France," by Louis Piaget Shanks, "Early English Journalism," by Harry T. Baker, "Lowell as a Poet of Nature," by Norman Foerster, and "Some Books about the War," by Edwin Raymond Turner. To select a single one of these articles, namely, that by Professor Foerster, it is fair to remark that no saner study of Lowell's nature-poetry has been made by anyone. The writer notes that Lowell himself freely admitted the existence of a modern nature-cult, the token of the overcultivation of a refined age. Lowell's "devotion to nature, then, was not complete or jealous, his love was not abandoned. . . . Unconscious insincerity is perhaps the central trait of Lowell's poetry." He was, thinks Professor Foerster, too much of a bookman to give himself up to his own unprejudiced impressions. He was provincial in his attachment to his Cambridge home, which he could hardly bear to leave, and he was unwilling to give to his work that painstaking revision necessary to the finest craftsmanship. Nevertheless, Lowell's nature-poetry is a good corrective in an age like the present "when literary treatment of nature is being debased by the encroachment of science and by the excesses of sentimental devotion. . . . Lowell's poetry, as well as his prose writings and letters—indeed his whole career—is, among other things, a protest against the modern exclusive love of nature."

#### THE ADVANCE OF ENGLISH POETRY

In the *Bookman* for October Professor William Lyon Phelps, of Yale University, began a series of popular reviews of recent poets, with a purpose similar to that which prompted his survey of recent novelists of a year or so ago. The authors so far presented include Henley, Francis Thompson, Hardy, Kipling, Stephen Phillips, Watson, and Noyes. It is, of course, impossible to give in brief space any idea of Professor Phelps's treatment of each of these authors. It can only be remarked that he touches upon the more obvious interests, mentions important facts, and gives lists of the chief writers in connection with each author treated. The result will at least be, in many cases, the re-reading of these writers in order to determine whether or not the reader can agree with the findings of Professor Phelps. It is to be hoped that those who have not read them will not be content with the well-spiced bits of information provided, but will themselves go to the originals.

#### THE PERSISTENCY OF ERROR IN ENGLISH COMPOSITION

A few years ago Professor Charters, of the University of Missouri, made a somewhat exhaustive study of the errors in English composition made by the school children of Kansas City. He found a comparatively

small range of points in grammar and punctuation covered by the mistakes that were noted. Mr. Roy Ivan Johnson, of the Junior College in Kansas City, has more recently carried out a similar study in the college to determine whether the errors found in the grades had been eradicated. In a very well-organized article in the October number of the *School Review* he presents results to show that the teaching in the grades and the high school is not of such a character as to overcome the language difficulties of the pupils. He concludes that there is the order of needed increase in emphasis which is determined by the ascertained frequency of errors in the work of the children. One of the most significant facts of his study is that a certain relationship exists between speed and accuracy in writing. There must, he thinks, be well-planned drills in the mechanics of writing, not to develop a general habit of accuracy, but to develop specific habits. There is ground for great encouragement in the fact that college students show large improvement in grammatical sentence structure, in the use of pronouns, and in spelling. He hopes that his study has done something to establish a scientific basis for the direction of effort in the lower schools.

#### SOCIALIZED ENGLISH

In the same periodical appears an interesting outline of work in composition and community civics under the title, "Socialized English." This outline, prepared by Miss Zelma E. Clark, of the University of Chicago High School, is intended to guide the activities of pupils in the first semester of the ninth grade. "The course will require about 1,600 pages of reading on the part of each student, the material to be chosen from a list of over two hundred books. . . . Once a week the class is to consider together one book, in order that the members may learn how to read, how to observe, and how to estimate values. . . . Much of the work of the course is to be done as home reading and as supervised study in the classroom." The particular aims set up are as follows: (1) Power and interest in reading purely informational material and that of literary value which appeals to the imagination, ideals, and love of romance of the adolescent. (2) Power in gathering material for themes, and in planning and writing them with clearness and correctness. (3) Power in making oral reports of visits to manufacturing plants and of one's own reading. (4) Power in observing matters in one's own environment, and in understanding one's duty in connection with them. Miss Clark's outline suggests the query as to why the pupils need to depend so largely upon the library for matters which are so obviously within their immediate experience.



## FLUENCY FIRST

No one would accuse Mr. C. H. Ward, of the Taft School, of not having the courage of his convictions. Having broken a lance in behalf of definite training in the mechanics of writing, he proceeds to inquire whether there are not others who sympathize with his views. Some time ago he sent out a questionnaire, accompanied by a pamphlet of aphorisms on the teaching of composition, prepared by Professors Scott and Denney and circulated by the publishers of their well-known series of English textbooks. The essence of his inquiry was whether fluency or accuracy should be placed first in the estimation of high-school teachers of composition. The results of his inquiry are set forth in the October number of *Education* under the title, "Fluency First." This seems to indicate the triumph of Mr. Ward's contentions. As only fifty-three answers were received, however, it is perhaps worth while to wait for further data before drawing any final conclusions. It may fairly be asked, also, whether in any legitimate use of the words, fluency must be had at the expense of accuracy. Perhaps teachers might take for their golden text, *This ought she to do and not leave the other undone.*

## THE HIGH-SCHOOL GIRL'S EMOTIONS

In the November number of *Education* will be found a study in "The Emotional Coloring of the High-School Girl's Life," by Miss Gertrude Klein, which deserves more than ordinarily careful reading. Without always being aware of it, teachers tend to treat the pupils in their classes as though they were all of exactly the same type. Miss Klein, who teaches in the South Philadelphia High School for Girls, has been making very thoughtful observation of individuals and has discovered, among other sorts, the butterfly, boy-crazy type, the frightened, repressed type or stage, the restless type, with no self-consciousness at all, only self-satisfaction, and the healthy type, the good student, all-round good girl, jolly good fellow. Her sympathetic comments may well provoke thought on the part of teachers in general, for after all it is growing young people in whom we are primarily interested, and not the intellectual products of civilization which it is our pleasure to proffer for assimilation.